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ABSTRACT

Equity in counseling and advising students is the subject of this training module. It guides trainers through the activities and lessons to teach education personnel cross-cultural counseling practices to use when working with culturally diverse populations. Eight activities are described and materials, including seven transparency masters and eight handouts, are contained within the module. Goals for the participants are the following: (1) to become familiar with cross-cultural counseling practices; (2) to become familiar with counseling roles that promote equity in a multicultural society; and (3) to review strategies for cross-cultural counseling by applying them to situations that will maximize effectiveness when working with culturally diverse populations. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

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TRAINING MODULE VII

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Equity in Counseling and Advising Students: Keeping Options Open

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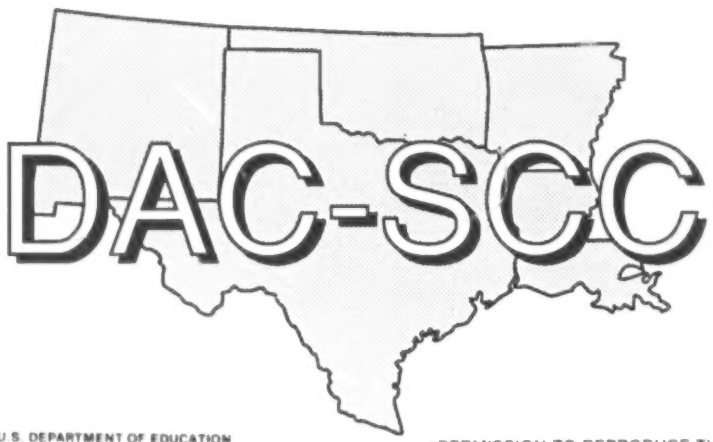

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Training Module VII: Race Desegregation

Equity in Counseling and Advising Students: Keeping Options Open

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F O R E W O R D

The Desegregation Assistance Center - South Central Collaborative of Region VI, located in San Antonio, Texas, serves the educational equity needs of school personnel, parents and students in a five-state area: Arkansas, Louisiana, Oklahoma, New Mexico, and Texas.

The technical assistance and training that our center provides focuses on the issues and problems related to race desegregation, gender equity and national origin desegregation. This task is great, the needs are diverse, and the geographic area is extensive. Thus, we are pleased to have developed twelve technical assistance and training modules (four in each equity area) that are intended to build the capacity of school personnel to address their own needs.

We wish to acknowledge the excellent collaboration and contributions of our satellite center at the University of New Mexico-Albuquerque, in the development of these modules.

Each module is complete with objectives, pre/post-tests, activities to help participants meet each objective, readings, handouts, and transparency masters. The modules have undergone a rigorous review process by experts in each state in our service area. Their comments and contributions have been carefully incorporated into the final modules. The modules are:

<u>Technical Assistance Modules</u>

Federal Statutes and Directives Regarding National Origin Students

Federal Statutes and Directives Regarding Title IX Compliance

Civil Rights Compliance: An Update

<u>Training Modules</u>

I First and Second Language Acquisition Processes

II Integrating the ESL Student into the Content Area Classroom

III Recognizing Cultural Differences in the Classroom

IV Sex Stereotyping and Bias: Their Origin and Effects

V Modeling Equitable Behavior in the Classroom

VI Avoiding Sex Bias in Counseling

VII Equity in Counseling and Advising Students: Keeping Options Open

VIII Interpersonal Communications: A Human Relations Practicum

IX It's a Matter of Race: Race Relations in the Desegregated Setting

We have attempted to bring you the most up-to-date information in these modules. They are available individually ($7.50 each) or as an entire series ($75.00). A "Trainer of Trainers" session can also be arranged to enhance the capacity of your own personnel to use these modules effectively.

Breaking down the barriers to equal educational opportunity is a critical step towards educational excellence, equity and empowerment for all students. We hope these modules will expedite that effort.

Gloria Zamora, Ph.D.
Director, DAC-SCC

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Equity in Counseling and Advising Students: Keeping Options Open

Summary: This module will provide participants with cross-cultural counseling practices that can be used when working with culturally diverse populations.

Length of session: 3 hours

Objectives:

1. Participants will become familiar with cross-cultural counseling practices.
2. Participants will become familiar with counseling roles that promote equity in a multicultural society.
3. Participants will review strategies for cross-cultural counseling, by applying them to situations that will maximize effectiveness when working with culturally diverse populations.

Overview of Session:

Time	Objective	Activity	Materials
5 minutes		Pre-test (optional)	Pre-test
10 minutes		Warm-up	Handout 1
50 minutes	Objective 1	Lecture	Transparencies (1-2) Handout 2
60 minutes	Objective 2	Discussion/ Role Play	Transparencies (3-7) Handouts (3-7)
15 minutes		Break	
40 minutes	Objective 3	Small group discussion	Handout 8
10 minutes		Closure	Handout 1
5 minutes		Post-test (optional)	Post-test
5 minutes		Evaluation	

Pre-test (optional)

Time: 5 minutes

Materials:

Pre-test

Administer the pre-test to the participants.

Answers to the pre-test:

1. False - Being of the same race or ethnic group as the students is not a prerequisite for effective counseling.
2. True - Effective counselors refrain from making value judgments.
3. True - Often nonverbal language contradicts verbal language.
4. False - Traditionally standardized tests are developed by white males and are normed on middle class populations.
5. True - The self-fulfilling prophecy applies to counseling also.

Pre/Post-test

Name: _____ Date: _____

Circle the appropriate answer to each statement.

True False 1. Students should seek guidance and counseling only from faculty members of their own race or ethnic group.

True False 2. Counselors must be in tune with their own values, attitudes, and beliefs, but refrain from imposing them upon the student.

True False 3. One of the most formidable barriers to overcome in cross-cultural interaction is verbal and non-verbal language.

True False 4. Test scores of non-white students are usually representative of the students' abilities.

True False 5. A counselor's expectations of a culturally different student usually determine the success or failure of the counseling endeavor.

Warm-Up:

Time: 10 minutes

Materials:

Handout 1. Questions

Process:

Distribute Handout 1 and allow the participants to respond to the statements.

Solicit responses from the group.

Inform the participants that this training session will provide them information that can be used when working with culturally diverse populations.

Objective 1: Participants will become familiar with cross-cultural counseling practices.

Time: 30 minutes

Materials:

Transparencies:
1. Cross-Cultural Counseling
2. Counseling Barriers

Handout:
2. Cross-Cultural Values

Lecturette:

Counseling

Counseling is a systematic process by which the individual student is helped through conferences with a counselor to make a decision that will be fulfilling to the student and will help him or her become a productive member of society.

Cross-cultural counseling goes one step further to include cultural differences. Cross-cultural counseling can be defined as any counseling relationship in which two or more of the participants differ in cultural background, values, and lifestyles.

(Display Transparency 1)

In a cross-cultural counseling situation, differences between the counselor and the student may potentially block a counselor's:

- understanding of the student's situation, difficulties or strengths;
- ability to empathize with and understand the world view of the student; and
- ability to utilize culturally relevant counseling practices.

A continuous assessment of the counselor/student relationship is one activity that a counselor must undertake. This ongoing assessment is even more important in cross-cultural situations or where the counselor is working with poor students. Counselors must monitor the counseling situation constantly for barriers that might limit their effectiveness. Central to the counseling process is the ability of both the counselor and the student to interact and communicate positively.

Barriers to Effective Counseling

Counseling is a white, middle-class activity that holds many values and characteristics different from minority groups. This tends to discriminate against people from different cultural backgrounds.

Communication breakdown between the counselor and the student can occur when the following three major factors occur in a counseling relationship:

(Display Transparency 2)

1) a language difference exists between the counselor and student;
2) counselors conduct sessions within the value system of the middle class; and
3) culture-bound values are used to judge normality and abnormality.

Due to these barriers, many times minority groups are led to feel that their own ethnicity or cultural heritage is a handicap which needs to be overcome or is something to be ashamed of and avoided. Many times minority groups are taught through counseling that to be different is wrong.

In order to be successful at working with minority students in counseling situations, the counselor must take into consideration the interaction of class differences, language differences, and cultural differences.

To counsel students effectively in a multiethnic environment, the culturally competent counselor must be totally committed to helping all students, regardless of race, sex, or national origin, handicapping conditions or any other factors. They should believe in the inherent worth of each individual and his or her capacity for growth and change.

A parallel exists between most counseling programs and the socio-economic class level of the student body. Students from upper socioeconomic background tend to have more exploratory interviews with their counselors. They tend to be more expressive of their needs, are more egocentric, and are able to establish long-range goals, due to their upbringing. Middle class background students tend to seek counselor advise or help more frequently and for a longer period of time. As a result they are able to bond or develop comfortable relationships with the counselor. A disproportionately larger number of minority students are found in the lower socioeconomic class. Most students coming from a lower socioeconomic background tend to be concerned with survival and expect immediate advice and suggestions from the counselor. Therefore, they are seeking action oriented, concrete, and short range goals for immediate solutions to problems. Due to the inconsistencies between counselor/student expectations the counseling experience is usually negative and results in premature termination of counseling.

Culture consist of all those things that people have learned to do, believe, value, and enjoy in their history. It is the ideals, beliefs, skills, tools, customs, and institutions into which each member of society is born. Counselors need to focus on the positive aspects of being bicultural, which at times can cause problems. In the past, Western society practiced a form of cultural racism. Its basic manifestation was: a strong belief in the superiority of achievements, arts, crafts, language, and religion of one group of people (white America); a belief in the inferiority of all different cultural achievements (that is, nonwhite); and attempts to impose the desired standards, beliefs, and ways of behaving from the dominant to the minority group. Thus, culturally different groups were placed under strong pressure to adopt the ways of the dominant culture. Their own ethnicity or cultural heritage is seen as a handicap to be overcome, something to be ashamed of and to be avoided.

(Distribute Handout 2)

Review the cross-cultural values that may be exhibited by the four groups.

Counselors who value verbal, emotional, and behavioral expression as goals in counseling to gain insight into the students personality are transmitting their own cultural values. This generic characteristic of counseling is not only antagonistic to lower-class values but to different cultural values as well. For example, statements by some counselors that Asian-Americans are the most repressed of all students indicate that they expect to exhibit openness, psychological mindedness, and assertiveness. Such a statement may indicate a failure on the part of counselors to understand the background and cultural upbringing of many Asian-Americans. Traditional Chinese, Japanese and Southeast Asian cultures may value restraint of strong feelings and subtleness in approaching problems. To share intimate feelings of personal or social problems may not be acceptable because such difficulties reflect not only on the individual but on the whole family. Thus, the family may exert strong pressures on the Asian-American student not to reveal personal matters to "strangers" or "outsiders." A counselor who works with students from a minority background may jump to the erroneous conclusion that the person is repressed, inhibited, shy, or passive. Note that all of these terms are seen as undesirable by Western standards.

The cultural upbringing of many minorities dictates different patterns of communication that may place them at a disadvantage in counseling. Counseling initially demands that communication move from student to counselor. The student is expected to take major responsibility for initiating conversation in the session while the counselor plays a less active role. Asian-Americans, Hispanics, and Native Americans, however, function under different cultural imperatives that may make this difficult. These three groups may have been raised to respect elders and authority figures and "not to speak until spoken to." A clearly defined role of dominance and deference (respect and esteem due a superior or elder) are established in the traditional family. A minority student who may be asked to initiate conversation may become

uncomfortable and respond with only short phrases or statements. The counselor may interpret this behavior negatively when in actuality it may be a sign of respect.

Counselors should assess their own perceptions as well as those of the students, and must be able to accept each student as an individual whose feelings, values, goals, and successes are important. To this end, they must be in tune with their own values, attitudes, and beliefs, but should refrain from imposing them upon the student. It is important for the counselor to present students with alternative ways of viewing life. Therefore, an understanding of the culture, lifestyles, attitudes, and problems of minorities is essential if the counseling relationship and process are to be effective.

Language is a major vehicle of communication, but it also constitutes one of the most formidable barriers in cross-cultural interaction. Many counselors experience problems in communicating with ghetto blacks, some of whom use an argot unique to the black community. The monocultural counselor encounters varying degrees of difficulty communicating with culturally different clients, who, like all human beings, communicate on two levels -- the explicit and implicit. It is essential that counselors become familiar with both the verbal and the non-verbal language patterns of those with whom they work.

Sources:

Sue, Derald, Wing, et al. "Position Paper: Cross-Cultural Counseling Competencies." The Counseling Psychologist. 10, (2), n.d.

Sue, Derald Wing, & Sue, David. "Barriers to effective cross-cultural counseling". Journal of Counseling Psychology, 24, (5), 1977.

Sue, Derald Wing. "Eliminating Cultural Oppression in Counseling: Toward a General Theory." Journal of Counseling Psychology, 23, (5), 1978.

Objective 2: Participants will become familiar with counseling roles that promote equity in a multicultural society.

Time: 60 minutes

Materials:

Transparencies:

3. Mathematics-Related Careers
4. Average SAT Scores
5. Sample Culturally Biased Test Items
6. Student Perspectives in Counseling Relationships
7. Strategies to Build Skills for Counselor Effectiveness

Handouts:

3a. Education is the Ticket to Jobs of the Future
3b. Occupational Outlook
3c. Resources for Educational Pathways
4. Criteria for Counselor Assessment of Success with Minority Students
5. Role Play Situations
6. Observation Sheet for Observing Counselor
7. Student Responses Evaluation

Lecturette:

Counselors can establish the necessary and sufficient conditions of a counseling relationship with clients who are culturally different. While similarity in race, ethnicity , and culture may be correlated highly with counseling success, it is believed that other attributes, e.g., ability to share a similar world view, appropriate use of counseling strategies, awareness of one's own values, may be equally important factors in cross-cultural counseling. The counselor must give attention to the unique needs and experiences of minority individuals and become sensitized to these needs and experiences. Counseling effectiveness relies heavily on accurate and appropriate communication.

Counselors play many roles in the educational growth of the student beginning with educational counseling, career education and guidance, instructional programming, and testing.

<u>The Counselor's Role in Educational Counseling</u>

One primary responsibility of the counselor working in a multicultural environment is educational counseling. In developing a counseling program, counselors must concentrate their efforts in the areas of academic advising, testing, and the instructional program. <u>Academic advising</u> includes course scheduling, as well as group and individual counseling. <u>Career guidance</u> is needed to help students explore options and make choices about life careers.

Counselors must be able to provide information to help students explore options, even in specific career fields.

(Display Transparency 3)

For example, a student with a high aptitude in mathematics has an array of career field choices.

(Briefly discuss Transparency 3)

Information, guidelines, and resources should be presented objectively to help students become decision-makers. This indicates a need for counselors to have resource materials available and to keep abreast of career information and opportunities.

The Counselor's Role in Career Education and Guidance

Minorities tend to be particularly cynical about career education, as it has been defined to date. These suspicions have been engendered by years of frustration and denial. Non-whites fear that career education is merely a new name for the pernicious, old practice of training poor people for the cheap labor market, counseling blacks and browns to continue in the low-skill, low-income jobs that their parents typically have held. Selected learners, usually from the barrios and ghettos, historically have been tracked away from college and into the blue-collar ranks.

Minority students need to be in the same position as the white, suburban, middle-class child to weigh options. They must be made knowledgeable about their various alternatives; awareness of the kinds of financial assistance open to students is crucial to the career decision-making process. Career education must be perceived as the opening, not closing, of new doors. Preparing students to make intelligent decisions about their lives is the duty and challenge of counselors and educators at all levels. The curriculum at each level should deal with, informing students-male and female, minority and non-minority of the infinite career possibilities open to them.

Traditionally, the greatest successes for guidance counselors have been with middle-class, white, male students. Privilege allowed these students to pursue several career options, recognizing that if the first didn't work, they would have the time and resources to try others. The poor and the non-white, and, to a certain extent, women, lack the luxury of choice afforded the favored white males in the entry-level jobs. They often are forced to make their choice of a job or a college with limited, if any, counseling, or in the face of prejudiced appraisals. Their job market options and their access to college are far narrower. Equality of opportunity is thus a very important component of the career education rationale. Career education must apply uniformly to all -- whatever their color, sex, or economic status.

(Distribute Handout 3a)

Handout 3a is a current newspaper article which provides information on the future job market through the year 2000. Allow the participants to review the information and comment on the article.

(Distribute Handout 3b)

Handout 3b is a list of the jobs that will experience the largest increases between now and the turn of the century. Have the participant discuss the job areas.

(Distribute Handout 3c)

Handout 3c is a resource list of publications for counselors. The publications are available through bookstores or from the publisher.

The Counselor and the Instructional Program

Counselor involvement in curriculum planning and development is crucial. The traditional approach of fitting the student to the curriculum is outmoded. Given their first-hand personal contact with the students, counselors have an inroad into the students' curriculum concerns. Counselors and teachers should coordinate activities in order to be most effective. Closer cooperation between the two is important in ameliorating educational disadvantages.

The counselor, to be effective, must work with students where they are, as well as provide opportunities to move them further when they are ready. To evaluate your own success, some criteria are presented for your use.

(Distribute Handout 4)

Discuss each criterion. Allow time for questions.

The Counselor's Role in Testing

Counselor differences which influence the accuracy of the counseling prognostication constitutes a related issue. The counselor's ability to relate to a poor white or minority student, attitude toward such a student, and understanding of the student's total background all determine how that student's future is perceived. A counselor may interpret a marginal college board score as conclusive evidence that college should be excluded from that student's future, not taking into account that SAT scores are seldom predictors of college success for unassimilated minority group students. Most standardized tests are developed by middle-class, white populations.

(Display Transparency 4)

Discuss the differences in scores by ethnicity.

Closely related to the interpretation of test results is the exploration of choice fields and alternatives. Aptitude test results often limit minority and poor students because of their lack of exposure to a variety of alternatives. A student who shows an interest in plants thus might be directed into landscaping, rather than into botany.

Very often, judgments are made unintentionally by misinformed counselors who take test scores to represent the totality of a student's function. This practice of accepting test scores at face value, without questioning the appropriateness of the content, has denied many minority students access to institutions of higher learning, better jobs, and to be misclassified and placed in non-college bound courses.

(Display Transparency 5a)

The following are examples of cultural bias, test items from various tests and reasons on why they are considered to be biased items:

Sample Culturally Biased Test Items

1. SOCCER:TEAMS

   (a) golf:individuals
   (b) football:spectators
   (c) badminton:rackets
   (d) coach:players
   (e) baseball:bases

   --SAT

The answer is (a) golf:individuals. ETS researcher Alicia Schmitt found that Hispanic test takers scored significantly lower than expected on this item. Might it be because fewer Hispanic high school students were knowledgeable about golf? Dr. Schmitt notes: "Items with content reference of special interest for Hispanics seem to help performance." For example, Mexican-American students scored significantly higher than expected on a reading comprehension passage concerned with lifestyle changes in Mexican-American families.

2. How the _____ roses flush in the cheeks!

   (a) white (b) pretty (c) small (d) yellow (e) red

   -- Thorndike Intelligence Test

   The "wanted" answer is red, but only if the cheek in question is white.

3. Which of the following would be the most appropriate intelligence test to use in assessing the intellectual functioning potential of a 6-year-old child who has limited exposure to educational resources and material?

   (a) Stanford-Binet Intelligence Scale
   (b) Wechsler Intelligence Scale for Children (WISC)
   (c) Thorndike Intelligence Test
   (d) Otis-Lennon Mental Ability Test
   (e) California Test of Mental Maturity

   -- GRE Education Test

The "wanted" answer is (b), the Wechsler Intelligence Scale for Children (WISC). The WISC is a three-decades-old exam that many experts believe is biased. Last year Federal Judge Robert Peckham ruled that the WISC test, as well as a newer version of the exam called the WISC-R, were unfairly biased against black children, and therefore could not be used to track black children into classes for the "educable mentally retarded." Judge Peckham's ruling has been affirmed by the U.S. Court of Appeals, and is currently law throughout California.

(Display Transparency 5b)

4. What are you supposed to do if you find someone's wallet or pocketbook in a store?

2 point response:	Return it...Give it to the store owner (or a) policeman.
1 point response:	Try to find the owner.
0 point response:	Make believe you didn't see it. Keep it.

-- WISC-R I.Q. Test

Is a poor child who keeps the money really less intelligent? Harold Dent, chair of the Testing Committee of the Association of Black Psychologists, argues that many minority children might not pick up the wallet or pocketbook for fear of being accused of stealing it. Such a response would earn the child no points.

5. How tall is the average American man?

--WISC-R I.Q. Test

The acceptable answer is any height from 5'7" to 5'11". Children often answer the height of their fathers. Asians and Hispanics are often shorter and Latin Americans are a majority of residents of the Americas. Consequently, these students are more likely to answer the question incorrectly.

As a cross-cultural counselor one must become totally aware of misinterpretation of tests from aptitude to intelligence testing due to biased test items as we have just observed. A student's whole life can be affected by the results and interpretation or misinterpretation of tests.

Let us take a look at some student perspectives related to the counseling setting, and see how students perceived their most helpful counselors.

(Display Transparency 6)

Allow time for discussion of material.

Break: 15 minutes

Reconvene the group.

The first portion of the training session provided information on the role of the counselor. Now, let's apply some of the practices that we have learned in role-play situations.

Preparation For Role Play

Our purpose here is to increase counseling skills and become more effective in our counseling roles with minority students. This is an opportunity for you to share ideas that might work, practice techniques with real student problems, and confront yourselves as your own values and beliefs surface in counseling sessions.

To help us accomplish these objectives, we are going to role-play problems presented to counselors by culturally different students, and evaluate the counselors' performance. Each "student" will also respond to each situation.

(Distribute Handout 5)

Role-Play Process

1. Request ten volunteers from the group. If this is not successful, then select pairs to role play each situation.

2. Working in pairs, volunteers will select a situation and role play the parts of "counselor" or "student."

3. Distribute Handout 6 to the total group for purposes of evaluating counselor performance in each situation. Explain how to evaluate the "counselor" using the observation sheet.

4. As each role-play situation ends, distribute Handout 7 to each "student," and have them respond.

5. After each role-play situation, allow for objective (using the evaluation form) and subjective feedback for the "counselor" from the total group. When the "student" completes the response form, share this feedback with the group. Initiate a brief general discussion on each problem situation if time allows.

6. Involve the total group in discussing any issues that evolved during the role-play. Ask for possible techniques that would increase the counselor's effectiveness.

(Display Transparency 7)

Conclude this objective by reviewing the content of the transparency. Indicate that these are continuing strategies to be utilized.

Sources:

"Examples from the WISC-R I.Q. Test." Fair Test Examiner. The National Center for Fair & Open Testing. 2(1), Winter 1988.

"Are These Exam Questions Fair, Valid and Educationally Sound? Fair Text Examiner. The National Center for Fair & Open Testing. 1(3), Fall 1987.

"The Answers". Fair Test Examiner. The National Center for Fair & Open Testing. 1(2), Summer 1987.

"Can You Pass this Tricky Test?" Fair Test Examiner. The National Center for Fair & Open Testing. 1(1), Spring 1987.

Smith, Elsie J. Counseling The Culturally Different Black Youth. Charles Merrill, 1973.

Counseling For Equal Opportunity: Conference Papers. Ann Arbor: The University of Michigan, Program for Educational Opportunities, 1977.

Objective 3: Participants will review strategies, for cross-cultural counseling, by applying them to situations that will maximize effectiveness when working with culturally devise populations.

Time: 40 minutes

Materials:

Handout 8. Cases and Questions

Process:

1. Introduce the activity by explaining that the objective is to identify effective techniques and strategies that can be utilized with students in culturally diverse situations.

2. Divide the large group into four small groups of equal numbers.

3. Distribute Handout 8, one separate client sheet to each group. Ask each, group to identify a recorder to report the small groups' responses to the larger group at the end of the activity.

4. Ask each group to review each case as written and agree upon techniques and processes that could deal effectively with the cases. (Allow approximately 15 minutes for group work.

5. When time is called, ask the group recorders to report for their groups. Check these responses with other group members to determine agreement or elicit other suggestions that they might have. Continue until all four groups have reported.

Source:

Atkinson, Donald R., Morten, George, and Sue, Derald Wing. Counseling Americas' Minorities. Dubuque, IA: Wm. C. Brown Co., 1979.

Closure

Time: 10 minutes

Materials:

Handout 1. Questions

Have the participants locate handout 1, and take a few minutes to see if you would change any of the responses on their paper. Ask the following questions:

- What did you change from your previous answer?
- Why did you change that answer?

Have the participants contribute their responses on a voluntary basis.

Counseling is not an easy profession. It becomes more difficult when racial and cultural factors are involved. Our challenge is to keep the options open to all students by eliminating cross-cultural barriers. Every student deserves the best advice counselors can give.

Bring closure by asking five participants to share with the group one idea, concept, or strategy that they learned in the training session and that they plan to use in counseling.

Post-test: (Optional)

Time: 5 minutes

Evaluation:

Time: 5 minutes

Distribute the evaluation forms and have the participants complete them.

CROSS CULTURAL COUNSELING

In a cross-cultural counseling situation, the counselor must:

- **understand the student's situation, difficulties or strengths;**
- **empathize with and understand the student's world view; and**
- **utilize culturally relevant counseling practices.**

Sue, et. al. n.d.

COUNSELING BARRIERS

1. Language

The counselor should be familiar with and understand both verbal and nonverbal language patterns of different ethnic groups.

2. Class

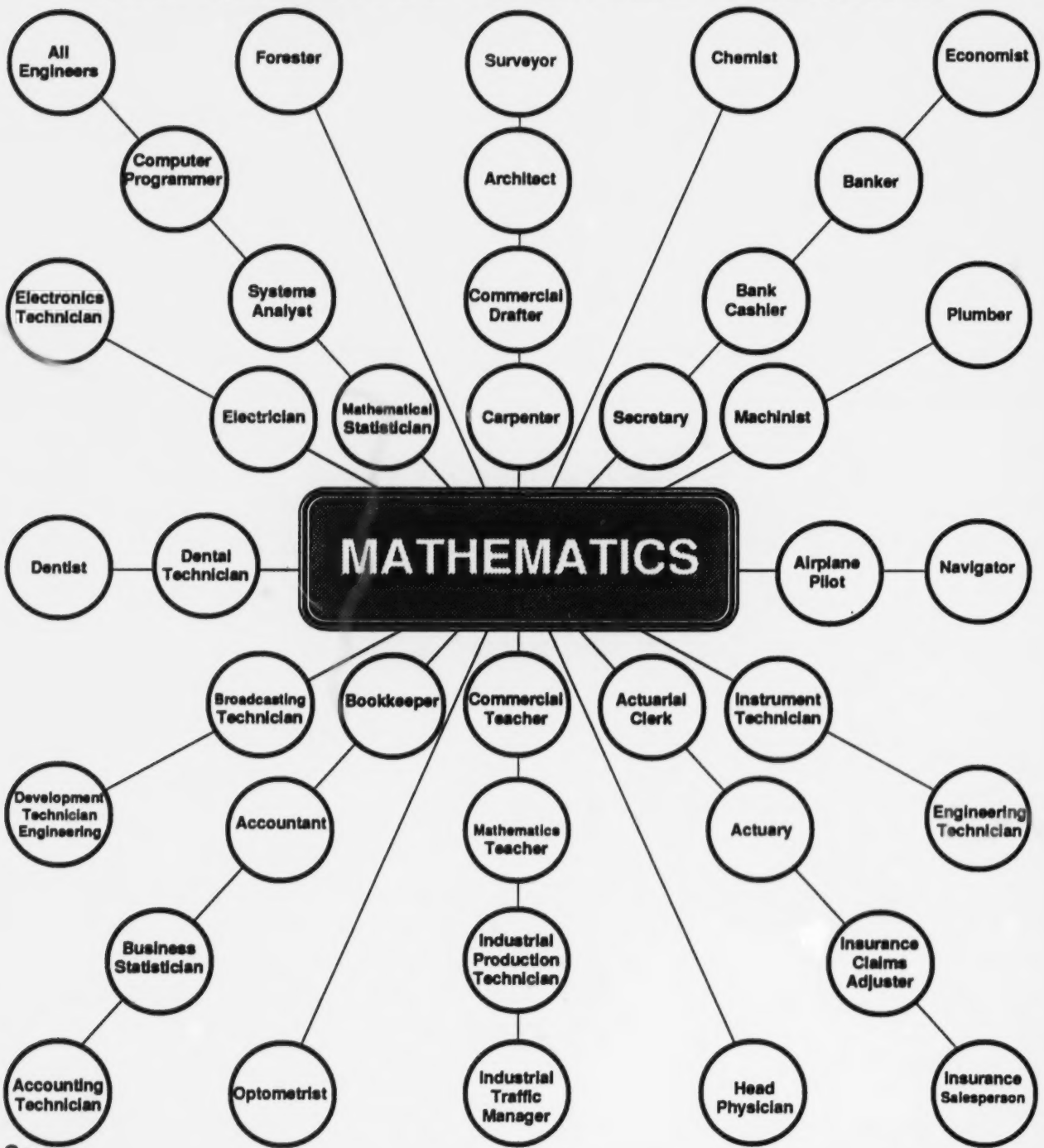
The counselor should be familiar with class differences across socioeconomic groups and refrain from imposing middle class values on the student.

3. Culture

The counselor should understand the culture, lifestyles, attitudes and problems of minority groups.

Sue & Sue, 1977.

MATHEMATICS-RELATED CAREERS



Source:

Mitchell, Joyce Slayton. The Teacher's Handbook for Career Education. New York: Avon Books, 1979.

AVERAGE SAT SCORES

	FEMALES	MALES	DIFFERENCE
ASIAN-PACIFIC AMERICANS	897	946	-49
BLACKS	705	748	-43
MEXICAN AMERICANS	775	845	-70
NATIVE AMERICANS	790	855	-65
PUERTO RICANS	744	820	-76
WHITES (ANGLOS)	912	969	-57
NATIONAL AVERAGE	877	938	-61

Source:

Ramist, Leonard, & Arbeiter, Soloman. Profiles of College Bound Seniors, 1985. CEEB, 1986.

SAMPLE CULTURALLY BIASED TEST ITEMS

1. SOCCER:TEAMS

a) golf: individuals
b) football: spectators
c) badminton: rackets
d) coach: players
e) baseball: bases

-SAT

---

2. How the _____ roses flush up in the cheeks!

a) white b) pretty c) small d) yellow e) red

-Thorndike Intelligence Test

3.) Which of the following would be the most appropriate intelligence test to use in assessing the intellectual functioning potential of a 6-year-old child who has limited exposure to educational resources and material?

a) Stanford-Binet Intelligence Scale
b) Wechsler Intelligence Scale for Children (WISC)
c) Lorge-Thorndike Intelligence Test
d) Otis-Lennon Mental Ability Test
e) California Test of Mental Maturity

-GRE Educational Test

4. What are you supposed to do if you find someone's wallet or pocketbook in a store?

2 point response: **Return it...Give it to the store owner (or a) policeman.**

1 point response: **Try to find the owner.**

0 point response: **Make believe you didn't see it. Keep it.**

- - WISC-R I.Q. Test

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5. How tall is the average American man?

- - WISC-R I.Q. Test

Sources:

"Are These Exam Questions Fair, Valid and Educational Sound?" Fair Test Examiner. The National Center for Fair & Open Testing. 1(3), Fall 1987.

STUDENT PERSPECTIVES IN COUNSELING RELATIONSHIPS

Most Helpful Counselors -

- **Expected students to succeed and pushed for success by putting all available resources and opportunities at their disposal.**

- **Met students outside the office and showed interest in their needs outside of the classroom.**

- **Understood the student's culturally-based vocabulary or <u>were not</u> afraid to ask for definitions.**

Source:

<u>Counseling for Educational Opportunity: Conference Papers</u>. Ann Arbor: The University of Michigan, Program for Educational Opportunity, 1977.

STRATEGIES TO BUILD SKILLS FOR COUNSELOR EFFECTIVENESS

- **Interact with counselors and counselor educators who are trained and experienced in advising and helping culturally different students.**
- **Talk with students and other members of culturally diverse communities (have rap sessions) to increase knowledge of different cultural mores.**
- **Look inward to examine your own values, stereotypes, and fears.**
- **Participate in inservice programs or special skill sessions for counselors dealing with the culturally different student.**

Source:

Counseling for Educational Opportunity: Conference Paper. Ann Arbor: The University of Michigan, Program for Educational Opportunity.

Questions

1. The ethnic population of my school is approximately:

	Percent								
Anglo	10	20	30	40	50	60	70	80	90
Asian	10	20	30	40	50	60	70	80	90
Black	10	20	30	40	50	60	70	80	90
Hispanic	10	20	30	40	50	60	70	80	90
Native American	10	20	30	40	50	60	70	80	90
Other	10	20	30	40	50	60	70	80	90

2. The majority of the student I counsel are:

____ Anglo ____ Asian ____ Hispanic

____ Black ____ Native American ____Other

3. The socioeconomic status of my students is:

____ lower class ____ middle class ____ upper class

4. My definition of cross-cultural counseling is:

5. Some problems I have faced with cross-cultural counseling are:

CROSS-CULTURAL VALUES

Asian Americans

- Use numerous Asian languages and dialects
- Emphasize a family-centered orientation
- Restrain their personal feelings
- Accept one-way communication from an authority figure
- Respect authority and the elderly
- Use silence as a form of respect
- Seek immediate advice and solutions
- Avoid public display of shame, disgrace, or pride

Black Americans

- Use non-standard (Black) English
- Possess a sense of "peoplehood"
- Are action oriented
- Place importance on non-verbal behavior
- Are taught to perform

Hispanic Americans

- Use regional difference of the Spanish language
- Emphasize group-centered cooperation
- Value the extended family structure
- Respect authority and the elderly
- Demonstrate respect by avoiding eye contact

Native Americans

- Use tribal languages
- Encourage cooperative individualism rather than competitive action
- Encourage self-sufficiency
- Respect the elderly
- Emphasize non-verbal communication

Education is ticket to jobs of the future

Scripps Howard Service • San Antonio Express-News • San Antonio, Texas • July 25, 1988

In the employment market of the 1990s, a high school diploma may not be a ticket to a job -- any job.

Michael Acquaviva, spokesman for the Pennsylvania Department of Labor and Industry, says a high school education without a particular skill will not provide the entry level requirements to enter the workforce of the 1990s.

"We are entering a new employment era . . . A post-secondary education, whether it's a two-year community college, business, technical or trade school is a must."

The Hudson Institute of Indianapolis, a private research firm, in its report, "Workforce 200: Work and Workers for the Twenty-first Century," agrees. It says few jobs will be created for those who cannot read, follow instructions or use mathematics.

The U.S. Bureau of Labor Statistics estimates that almost half of the fastest growing occupations are in the computer or health care field.

Among occupations within the computer field with expected strong future growth are computer operators, computer system analysts and data equipment repairers.

Among occupations within the health care field with expected future strong growth are medical assistants, dental assistants, speech and hearing clinicians and physical therapists.

For young men and women seeking opportunities for employment, Acquaviva also considers the following as jobs of the future:

- Education: teachers, especially in vocational and private schools.
- Legal: lawyers, judges, court reporters and paralegals.
- Business: sales, advertising, public relations and data processing.
- Social service: family counselors, job training and rehabilitation specialists, child day-care workers, residential care, and halfway homes attendants (private sector) and social workers.
- Finance: insurance and real estate.
- Auto maintenance: mechanics and auto body repair.
- Crafts: electricians, plumbers and carpenters, and with the sophistication of the equipment, post-secondary education will be needed.
- Law enforcement: law enforcement officers and security personnel.
- Publishing and news syndication: writers, editors, advertising personnel, photographers and graphic artists.
- Cultural: openings in the stage and movie industries, such as lighting and sound technicians.

OCCUPATIONAL OUTLOOK

Greatest numerical increases in jobs in the next 12 years:

1. **Retail sales persons: 34 percent or 1.2 million**
2. **Waiters and waitresses: 44 percent or 750,000**
3. **Registered nurses: 44 percent or 612,000**
4. **Janitors and cleaners: 23 percent or 604,000**
5. **Managers/top executives: 24 percent or 502,000**
6. **Cashiers: 27 percent or 575,000**
7. **Truck drivers: 24 percent or 525,000**
8. **General office clerks: 20 percent or 462,000**
9. **Food cashiers and fountain help: 30 percent or 449,000**
10. **Nurses aides: 35 percent or 433,000**

Source: U.S. Department of Labor

San Antonio Express-News • San Antonio, Texas • July 25, 1988

RESOURCES FOR EDUCATIONAL PATHWAYS

1. For college-bound students:
   What's Where: The Official Guide to College Majors, Avon
   The College Handbook, The College Board
   Comparative Guide to American Colleges, Harper and Row
   Guide to Alternative Colleges and Universities, Beacon Press
   Hawe's Comprehensive Guide to Colleges, New American Library
   Meeting College Costs, The College Board
   This Way Out: A Guide to Alternatives to Traditional College Education, Dutton

2. For students, who are going into trade, technical, or business careers:
   The Work Book: A Guide to Skilled Jobs, Bantam
   By Hand: A Guide to Schools and a Career in Crafts, Dutton
   Getting Skilled: A Guide to Private Trade & Technical Schools, Dutton

3. For students who are postponing college entrance:
   Stopout! Working Ways to Learn, Avon

4. For female students:
   Other Choices for Becoming a Woman, Delacorte, Dell
   I Can Be Anything: Careers & Colleges for Young Women, Bantam
   Be a Mother...And More: Career and Life Planning, Bantam

5. For minority students:
   Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skills Banks, Financial Aid Sources, Garrett Park Press (Garrett Park,MD 20766)
   Financial Aid for Minority Students, Garrett Park Press

6. For differently abled students:
   The College Guide for Students with Disabilities, ABT Associates (55 Wheeler Street, Cambridge, MA 02138)
   A Guide to College and Career Programs for Deaf Students, National Technical Institute for the Deaf (1 Lomb Memorial Drive, Rochester, NY 14623)

7. For gifted and talented students:
   From the Council for Exceptional Children (1920 Association Drive, Reston, VA 22091):
   Providing Programs for the Gifted & Talented -- A Handbook ($6.45)
   Gifted & Talented: Developing Elementary & Secondary School Programs ($3)

Source:
Mitchell, Joyce Slayton. The Teacher's Handbook for Career Education. Avon Books: New York. 1979.

CRITERIA FOR COUNSELOR ASSESSMENT OF SUCCESS WITH MINORITY STUDENTS

1. Did I understand what the student was saying?
2. Did the student realize that I understood him/her?
3. Did I see the world of the student through the student's eyes?
4. Did the student realize that I shared perceptions with him/her?
5. Was I warm, compassionate, and interested in the student; and did I demonstrate this by my demeanor?
6. Did the student perceive my desire to be warm and interested?
7. What emotions am I feeling toward the student, and how are these emotions influencing my actions toward him/her?
8. Are there certain things that I am reluctant to say to the student? If so, what implications does that inhibition have for our relationship?
9. On what important issues do the values, beliefs, and opinions of the student vary from mine? Are those differences influencing my ability to accept him/her?
10. Was that person in the counseling session really me? Was I genuine and honest as a person?
11. Was the student aware that I was genuine and honest with him/her?
12. Did I behave in a professional manner, offering my services and my help where appropriate?
13. Did the student perceive me as a professional person capable of and desirous of helping him/her?
14. In brief, did I establish a facilitative relationship with the student as demonstrated by my behavior and perceived by the student?
15. Did I meet the goal of this relationship: helping the student to talk about those personally relevant things which the student felt were necessary for me to understand him/her?

Source:
DeBlassie, Richard. Counseling with Mexican American Youth. Austin, Texas: 1976 Learning Concepts, Inc.

ROLE PLAY SITUATIONS

A. A black student is asking for a class change from an English class taught by a white teacher.

B. An Asian American student is wanting to date a black student for the senior prom, in spite of parental concern.

C. A Native American student is suspended for fighting with a white student.

D. A Puerto Rican parent is requesting class changes for her son, from track C to track A (college preparatory).

E. A Mexican American student is asking to be excused from gym showers.

OBSERVATION SHEET FOR OBSERVING COUNSELOR

You are to evaluate the "counselor" in each situation using the following scale: 1-no, 2-seldom, 3-sometimes, 4-frequently, 5-very frequently. Circle the number that you feel is most appropriate.

Situation A

Did the counselor:

1. Maintain eye contact? 1 2 3 4 5
2. Display pleasant facial expressions? 1 2 3 4 5
3. Use appropriate body language? 1 2 3 4 5
4. Understand the student's problem? 1 2 3 4 5
5. Invite the student to express feelings and attitudes openly? 1 2 3 4 5
6. Use value-laden comments (express middle-class bias)? 1 2 3 4 5
7. Listen to and explore the student's values? 1 2 3 4 5

Situation B

Did the counselor:

1. Maintain eye contact? 1 2 3 4 5
2. Display pleasant facial expressions? 1 2 3 4 5
3. Use appropriate body language? 1 2 3 4 5
4. Understand the student's problem? 1 2 3 4 5
5. Invite the student to express feelings and attitudes openly? 1 2 3 4 5
6. Use value-laden comments (express middle-class bias)? 1 2 3 4 5
7. Listen to and explore the student's values? 1 2 3 4 5

Situation C

Did the counselor:

1. Maintain eye contact? 1 2 3 4 5
2. Display pleasant facial expressions? 1 2 3 4 5
3. Use appropriate body language? 1 2 3 4 5
4. Understand the student's problem? 1 2 3 4 5
5. Invite the student to express feelings and attitudes openly? 1 2 3 4 5
6. Use value-laden comments (express middle-class bias)? 1 2 3 4 5
7. Listen to and explore the student's values? 1 2 3 4 5

Situation D

Did the counselor:

1. Maintain eye contact? 1 2 3 4 5
2. Display pleasant facial expressions? 1 2 3 4 5
3. Use appropriate body language? 1 2 3 4 5
4. Understand the student's problem? 1 2 3 4 5
5. Invite the student to express feelings and attitudes openly? 1 2 3 4 5
6. Use value-laden comments (express middle-class bias)? 1 2 3 4 5
7. Listen to and explore the student's values? 1 2 3 4 5

Situation E

Did the counselor:

1. Maintain eye contact? 1 2 3 4 5
2. Display pleasant facial expression? 1 2 3 4 5
3. Use appropriate body language? 1 2 3 4 5
4. Understand the student's problem? 1 2 3 4 5
5. Invite the student to express feelings and attitudes openly? 1 2 3 4 5
6. Use value-laden comments (express middle-class bias)? 1 2 3 4 5
7. Listen to and explore the student's values? 1 2 3 4 5

STUDENT RESPONSE EVALUATION

How did you feel as a student during the counseling session? (Scale 1-5, with one (1) as low and five (5) as high)

	Low				High
Calm	1	2	3	4	5
Anxious	1	2	3	4	5
Agitated	1	2	3	4	5
Depressed	1	2	3	4	5
Frustrated	1	2	3	4	5
Helped	1	2	3	4	5
Relaxed	1	2	3	4	5
Satisfied	1	2	3	4	5
Happy	1	2	3	4	5
Not Helped	1	2	3	4	5

THE BLACK CLIENT

Cases and Questions

1. Assume that you have just been hired by a social service agency that has contracted to provide home-liaison services between the local schools and the parents of students attending these schools. Although a large number of the students are Black (approximately 35%), your agency to date has hired only one Black home-liaison counselor (out of a staff of 12 counselors). As a home-liaison counselor, your responsibilities include home visits to acquaint parents with community services available to them and to establish rapport between the parents and the schools.

   a. What expectations would you have for your first home visit with a Black family?
   b. What are some examples of "small talk" that you might use to "break the ice" with the parents of a fourteen-year-old Black student who is consistently truant from school?
   c. Assuming none exists when you are hired, what courses and experiences related to Black culture would you recommend that the school district offer to students?

2. Assume that you have just accepted a counseling position in a correctional facility where a large number of Black inmates are incarcerated, most of whom come from nearby urban centers.

   a. What expectations do you have for your own performance as a counselor in this setting?
   b. Do you anticipate that Black inmates will avail themselves of your services as a counselor? Why?
   c. What psychological needs can you anticipate that Black inmates may have which you, as a counselor, might attempt to fulfill? How will you attempt to fulfill them?

3. Assume that you are a counselor in a small midwestern college that is predominantly White but recruits Black athletes. One of the Black athletes (Bill) has been dating a White cheerleader (Mary) whom you have seen before for counseling. Mary, seeing you alone, has just informed you that Bill has moved in with her and she fears her parents will disown her when they find out. She also has asked you if she may bring Bill for an appointment the next day.

   a. How do you feel about Mary's and Bill's cross-racial living arrangement?
   b. What are some of the issues that you will want to explore with Mary and Bill when they come to see you together?

c. What do you suppose that Mary and Bill each want to get out of meeting with a counselor?

Source:

Atkinson, Donald R., Morten, George, and Sue, Derald Wing. Counseling Americas' Minorities. Dubuque IA: Wm. C. Brown Co., 1979.

THE HISPANIC CLIENT

Cases and Questions

1. Assume that you are a counselor at a large state university that has publicly stated support for all its federally mandated affirmative action programs. Recently, however, the Sociology Department's graduate admission procedure has been under fire by the campus newspaper for its practice of reserving 20% of its new admissions for Hispanic students (the state in which the school is located has a 20% Hispanic population).

   a. How do you feel about the selection procedure described?
   b. What action would you take in view of your feelings?
   c. What impact would you expect this to have on your ability to relate to Hispanic students?

2. Assume that you are a counselor in a state-run rehabilitation agency. A Puerto Rican paraplegic enters your office looking very sullen and begins to question your ability to help her. She points out that you can not possibly understand her problems, since you are not encumbered, as she is, by the forces of multiple oppression.

   a. How will you respond to her charges?
   b. What doubts do you have about your ability to work with this client?
   c. What are some of the cultural factors to which you need to be sensitive in working with this client?

3. Assume that you are a counselor in an urban elementary school with a student enrollment that is 60% Anglo, 40% Hispanic. Several physical confrontations have occurred in the school cafeteria recently, apparently the result of insult trading between Anglos and Hispanics over "Mex" and "Gringo" food. The school principal has asked you to work with some of the students involved.

   a. How do you plan to work (what is your role) with these students?
   b. Do you anticipate any difficulty in establishing a relationship with either the Anglo or the Hispanic students? How will you deal with the difficulty?
   c. What community resources might you want to tap in dealing with this problem?

Source:

Atkinson, Donald R., Morten, George, and Sue, Derald Wing. Counseling America's Minorities. Dubuque, IA: Wm. C. Brown Co., 1979.

THE ASIAN AMERICAN CLIENT

Cases and Questions

1. Assume that you are a high school counselor in a large suburban high school. An Asian American student whom you have seen for academic advising on several occasions has just shared with you his involvement as a marijuana dealer. Although attempting to hide his emotions, the student is clearly distraught. He is particularly concerned that a recent arrest of a marijuana supplier eventually will lead authorities to him.
   a. How might the student's cultural background affect his feelings as he shares this problem?
   b. What kind of input from you, as a counselor, do you think this student wants/needs most?
   c. Can you anticipate any prejudicial reaction on the part of the school administration (if the student's behavior is uncovered) as a result of the student's racial/ethnic background?

2. Assume that you are a community psychologist employed by a community agency which provides psychological services to a population of middle-class Asian American families, among others. A Young Buddhist Association (YBA) has asked you to speak on "resolving inter-generational conflict" at their next meeting. (Your agency is aware that generational conflict has become a major problem in this community in recent years.)
   a. What do you think are some of the causes of inter-generational conflict being experienced by these young people and their parents?
   b. Other than your talk, what services do you feel qualified to render to these young Asian Americans and their families?
   c. How do you think these services will be received by the YBA members and their families?

3. Assume that you are a high school counselor who has been asked by the Dean of Guidance to organize and moderate a number of values clarification groups. You plan to set up six groups of eight students each from a list of volunteers, although seven students who were referred by teachers are Asian Americans.
   a. Will the composition of your six groups be determined by the fact that six of seven teacher referrals are Asian American?
   b. What goals do you have for your six groups and for the individual members of these groups?
   c. How will your own cultural/educational background affect the way in which you relate to the six Asian American students?

Source:

Atkinson, Donald R., Marten, George, and Sue, Derald Wing. Counseling Americas' Minorities. Dubuque, IA: Wm. C. Brown Co., 1979.

THE NATIVE AMERICAN CLIENT

Cases and Questions

1. Assume that you are an elementary school counselor for several rural elementary schools that enroll about twelve Native American students each year (approximately 5% of the total enrollment). Although the Native American children perform as well as the Anglo children in kindergarten, by fourth grade it is clear that they are less advanced in reading, writing, and computation skills. The district in which these schools are located is quite poor, and you are one of the few specialists available to supplement the resources of the classroom teacher.

   a. Upon entering a teacher's lounge in one school, you hear the English teacher, in conversation with several other teachers, relate the Native American students' poor performance to their family/cultural background in rather uncomplimentary terms. How would you react?
   b. What responsibility, if any, would you accept for attempting to offset the deficiencies in academic skills that these Native American students have?
   c. What response would you expect to receive from Native American students and their parents for your attempts to improve the students' academic performance (assuming that accept responsibility for doing this)?

2. Assume that you are a community social worker employed by the BIA to work with reservation families in which one or both of the parents have a history of chronic alcoholism.

   a. What are some of the factors you believe may contribute to alcoholism among Native Americans, and how would this affect your role as a social worker?
   b. What personal and professional qualities which you possess would be helpful in your work with Native Americans? What qualities might be detrimental?
   c. Would you attempt to work with several families at once through group counseling? If so, how would you structure the group experience?

3. Assume that you are a counselor in an urban high school that enrolls a small number of Native American students whose parents have left reservation life for the employment opportunities of a big city. Johnny Lonetree, an artistically gifted junior who regularly makes the honor roll, has just informed you that he is contemplating returning to the reservation to live with his grandparents. Johnny knows that for all practical purposes this will mean an end to his scholastic education, but he is intensely interested in being immersed in the tribal culture, especially tribal art work.

a. How can you assist Johnny best in his decision-making process?
b. How might some of your own values affect the way in which how you proceed with Johnny?
c. What are some of the social pressures (from administrators, colleagues, Johnny's parents) that will be exerted upon both you and Johnny if he decides to return to the reservation?

Source:

Atkinson, Donald R., Marten, George, and Sue, Derald Wing. Counseling America's Minorities. Dubuque, IA: Wm. C. Brown Co., 1979.

Race Desegregation - Gender Equity - National Origin Desegregation

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III ***Recognizing Cultural Differences in the Classroom*** will familiarize participants with cultural elements that some national origin minority populations may bring to the school environment.

IV ***Sex Stereotyping and Bias: Their Origin and Effects*** will assist participants in identifying sources and effects of sex stereotyping and bias, in the classroom setting and in society as a whole.

V ***Modeling Equitable Behavior in the Classroom*** will assist participants in identifying and practicing classroom behaviors and language patterns that are free of gender stereotyping and bias.

VI ***Avoiding Sex Bias in Counseling*** will allow counselors the opportunity to review concepts and strategies that can be used to provide students with sex-fair guidance.

VII ***Equity in Counseling and Advising Students: Keeping Options Open*** will provide participants with cross-cultural counseling practices that can be used when working with culturally diverse populations.

VIII ***Interpersonal Communications: A Human Relations Practicum*** will provide participants with information on the skills which establish foundations for effective interpersonal communication.

IX ***It's A Matter of Race: Race Relations in the Desegregated Setting*** will familiarize the participants with key issues regarding interpersonal race relationships in the desegregated setting, and offers suggestions on how to handle these relationships effectively.

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II Integrating the ESL Student into the Content Area Classroom
III Recognizing Cultural Differences in the Classroom
IV Sex Stereotyping and Bias: Their Origin and Effects
V Modeling Equitable Behavior in the Classroom
VI Avoiding Sex Bias in Counseling
VII Equity in Counseling and Advising Students: Keeping Options Open
VIII Interpersonal Communications: A Human Relations Practicum
IX It's a Matter of Race: Race Relations in the Desegregated Setting

•••

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